

Summary of Key Points

Symposium on Evaluation of International Education Programming

Organized by Michigan State University, Indiana University and the University of Wisconsin—Madison
with Title VI funding from
the U.S. Department of Education, International Education Programs Service

June 10-11, 2010 in Washington, DC

The Symposium on Evaluation of International Education Programming provided a forum for members of the international education community to exchange ideas on evaluation and assessment with representatives from the U.S. Department of Education and federal agencies. The presentations and discussions which took place at the Symposium furthered our mutual understanding of priorities and cutting edge approaches in evaluation and assessment. The Symposium provided an opportunity for key stakeholders, including panelists from the U.S. Department of Education and federal agencies, to address common challenges and future directions shared by Symposium attendees. Panelists at the Symposium included experts in the following fields related to international education: language programs and language learning; curriculum development and assessment of student learning outcomes; and internationalization of teacher education programs and outreach to K-12 teachers. During the two-day event the Symposium was attended by 75 participants.

Major conclusions:

- There exists a shared understanding among stakeholders of the value and need for enhanced evaluation and assessment of international education programming.
- There is recognition that quality evaluation and assessment includes quantitative and qualitative measures.
- The increased emphasis on evaluation and assessment within the Department of Education is also present in many universities and educational organizations in the United States.
- There is a desire among members of the international education community and the U.S. Department of Education for additional follow-up activities focused on evaluation and assessment (e.g. conferences, workshops, symposia).

- Enhanced and coordinated evaluation and assessment practices in the international education community will provide the Department of Education with appropriate measures to demonstrate impacts of IEPS programs.
- The possibility of a Department of Education-sponsored national conference on cutting edge practices in evaluation and assessment should be explored.

Topic-specific comments:

- **Need for quality outcome-based measurements in evaluation and assessment.** There is growing interest among stakeholders for high quality outcomes-based evaluation and assessment of programs and projects. Traditionally, outputs have been better documented than outcomes.

- **Evaluation and assessment should be balanced and integrated.** It is important to understand the diverse range of approaches and methodologies in evaluation and assessment that reach across learning contexts and institutional needs. Multiple measures contribute to balanced and integrated evaluation and assessment. E-portfolios are an increasingly popular tool to do this. Longitudinal evaluation and assessment is critical as is the recognition that we cannot measure everything.

- **Alignment.** To promote efficiency and quality in evaluation and assessment of international programming efforts should be integrated with institutional reporting and priorities where possible. Collaboration across units within an institution and across institutions promotes alignment.

- **Coordination.** Evaluation and assessment of international education programming should be coordinated with campus-based offices responsible for evaluation and institutional research.

- **Selectivity.** It is unrealistic for an institution to evaluate and assess every program and project. We must be selective in evaluating and assessing programs and projects and do so in a meaningful way.

- **Definition of terms and concepts.** With the growing emphasis being placed on evaluation and assessment there is an increased use in terms and concepts related to these processes. There is a need for the international education community to have a clear understanding of the many key concepts relate to evaluation and assessment.

- **Funding for evaluation and assessment.** Quality evaluation and assessment require significant resources. Strategies for acquiring and maintaining resources should be collected and disseminated.